**Grade 8**

**Social Studies – Instructional Grid**

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|  | **Content** | **Skills** | **Instructional Strategies** | **Differentiated Tasks** | **Evaluation & Assessments** |
| **Week Ending**  **Dec.16, 2011** | The Progressive Era-Immigration and city life | Compare/critic/create | Modeling and individual activities. | Video clips | Vocabulary  Connections to L.O. |
| **Week Ending**  **Dec. 23, 2011** | Progressivism and the rise of the Socialist Movement-Muckrakers-Women’s Rights Movement. | Evaluate | Journals writing | Graphic organizers | Weekly journals |
| **Week Ending**  **Jan. 06, 2011** | Imperialism & Isolationism | Cause & effect | Cooperative learning | Role playing | Quizzes - Tests |
| **Week Ending**  **Jan. 13, 2011** | The Spanish American War-- Roosevelt Corollary to Monroe Doctrine (Big Stick Policy)—Latin America & the U.S. | Getting and organizing information | Use of visuals  --Videos  --Charts | Gathering information from the Web. | Essays |
| **Week Ending**  **Jan. 20, 2011** | America in World War I | Looking for patterns | Small groups | Creating political Cartoons (illustrations & captions) | Jeopardy games |
| **Week Ending**  **Jan. 27, 2012** | Review of previous Unit  Benchmark test | Creation of questions  How to answer difficult multiple choice questions | Direct instructions  group reviews | Video clips  Class presentations  Peer directed instruction. | Benchmark test |
| **Week Ending**  **Feb. 3, 2012** | World War I  Causes  • Rise of nationalism  • Militarism  • Imperialism  • Development of alliances  • Assassination of Archduke  Ferdinand  • Annexation of Austria  America in World War I  Sinking of the Lusitania  • Zimmerman Note  The Home Front  • Isolationism vs.  intervention Woodrow Wilson’s Fourteen Points  • Treaty of Versailles  • League of Nations  • Russian Revolution  • Rise of communism | comparing and contrasting  identifying cause and effect  drawing inferences and making conclusions | Journals writing  Gather-group-share  Model-activity-evaluate | Video clips  Use of charts & graphic organizers  Listening activities (auditory learners) | Created questions  Analytical summaries  Weekly journals  Note-taking |
| **Week Ending**  **Feb. 10, 2012** | Boom Times & Challenges  --The roaring Twenties  New production methods  (assembly lines)  • Return to isolationism  • Prosperity-Prohibition  • Harlem Renaissance  • Jazz Era  • Leisure time (automobile  culture, sports, motion  pictures, literature)  • Social and racial tensions  • Rise of middle class  • Government protection of  business  • Consumer economy  • Increase in the use of credit  • Agrarian to industrial  • Disparity of wealth; rise of poor and unemployed | Cause & effect  Defining terms  Cooperating to accomplish goals  Decoding images (graphs, cartoons, photos | Cooperative learning  Teaching through guiding questions.  Tier II and Tier III exercises | Role playing  Class presentations  Group individual assignments | Oral tests.  Vocabulary  Connections to L.O.  Quizzes – Tests  Class presentations |
| **Week Ending**  **Feb. 17, 2012** | The Great Depression  • Stock Market crash  • “Black Tuesday”  • Government regulation of  social problems  • Government response to  economic crisis  • Unemployment affects  the American people | Getting and organizing information  Interpreting political cartoons  Reading maps, legends, and symbols. | Use of visuals  --Videos  --Charts | Gathering information from the Web. | Essays  Note-taking  Homework |
| **Week Ending**  **March 1, 2012** | The Great Depression  • Dust Bowl/migrant workers  • Changes in family structure  • Local charity efforts (soup  kitchens)  • Increased credit problems  FDR’s New Deal  (government regulation,  Social Security, The  Wagner Act, Home relief,  WPA, TVA) | Looking for patterns  Creating questions about key ideas  Writing analytical paragraphs.  Listening for note-taking purpose. | Small groups  Class presentations  Guided reading | Group discussions (interpersonal)  Creating political Cartoons (illustrations & captions) | Class discussions  Group interactions  Group roles  Analytical summaries |

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| **Week Ending**  **MARCH 9, 2012** | Review of previous Unit  (THE U.S. BETWEEN WARS)  Benchmark/UNIT test | Creation of questions  How to answer difficult multiple choice questions | Direct instructions  Group reviews | Video clips  Class presentations  Peer directed instruction. | UNIT TEST |
| **Week Ending**  **MARCH 16, 2012** | World War II  • War on two fronts  The home front during  World War II  • Role of women in the  workforce  • Rationing  • Japanese internment  • War bonds | -distinguishing fact vs. opinion  – finding and solving multi-step problems  – decision making  – handling diversity of interpretations | Journals writing  Gather-group-share  Model-activity-evaluate | Use of charts & graphic organizers  Listening activities (auditory learners) | Created questions  Analytical summaries  Weekly journals  Note-taking |
| **Week Ending**  **MARCH 23 , 2012** | End of World War II  • Surrender of Axis powers  • Yalta Conference  • Nuremberg Trials  • Defeat of Germany  • • Holocaust and human  rights  • Use of atomic bomb  Reparations for human  rights violations  • Human and economic loss | Cause & effect  Defining terms  Cooperating to accomplish goals  Decoding images (graphs, cartoons, photos | Cooperative learning  Teaching through guiding questions.  Tier II and Tier III exercises | Class presentations  Group individual assignments | Oral tests.  Vocabulary  Connections to L.O.  Quizzes – Tests  Class presentations |
| **Week Ending**  **MARCH 30, 2012** | Postwar Years  • Increased productivity  • Improved technology  • Consumer demand  • Baby boom  • Growth of the suburbs and  transportation  The U.S. as a world power  • The United Nations  • Truman Doctrine  • Marshall Plan  • NATO/Warsaw Pact | Getting and organizing information  Interpreting political cartoons  Reading maps, legends, and symbols. | Use of visuals  --Videos  --Charts | Gathering information from the Web.  Role playing  Video clips | Essays  Note-taking  Homework |
| **Week Ending**  **APRIL 6, 2012** | Postwar Years  • Increased productivity  • Improved technology  • Consumer demand  • Baby boom  • Growth of the suburbs and  transportation  The U.S. as a world power  • The United Nations  • Truman Doctrine  • Marshall Plan  • NATO/Warsaw Pact | Looking for patterns  Creating questions about key ideas  Writing analytical paragraphs.  Listening for note-taking purpose. | Small groups  Class presentations  Guided reading | Group discussions (interpersonal)  Creating political Cartoons (illustrations & captions) | Class discussions  Group interactions  Group roles  Analytical summaries |
| **Week Ending**  **APRIL 13, 2012** | SPRING BREAK | SPRING BREAK | SPRING BREAK | SPRING BREAK | SPRING BREAK |
| **Week Ending**  **APRIL 20, 2012** | Competing Superpowers  The Cold War  • Communist expansion  • U.S. policy of containment  • Soviet Bloc  • Berlin Wall (airlift)  • Korean War  • McCarthyism and the “Red  Scare”  • Cold War fears  • Hungarian uprising  • Cuban Missile Crisis | comparing and contrasting  identifying cause and effect  drawing inferences and making conclusions | Scaffolded Instruction  IRAC PROCESS | Video clips  Use of charts & graphic organizers  Listening activities (auditory learners) | Created questions  Analytical summaries  Weekly journals  Note-taking |
| **Week Ending**  **APRIL 27, 2012** | Internal Division and  Unrest  Civil Rights Movement  • Key groups (African-  Americans, women, Native  Americans, individuals  with disabilities)  • Key leaders (Martin Luther  King, Jr., John F. Kennedy,  Malcolm X, Rosa Parks,  Lyndon Johnson)  • Key events and legislation  (Civil Rights Act, Brown  vs. Board of Education, | Use writing process to express new understanding.  distinguishing fact vs. opinion  – finding and solving multi-step problems  – decision making  – handling diversity of interpretations | Cooperative learning  Teaching through guiding questions.  Tier II and Tier III exercises | Audio-tape & written versions of Malcolm X & MLK Jr. | Quizzes – Tests  Class presentations |
| **Week Ending**  **MAY 4, 2012** | ERA, Education of all  Handicapped Children Act,  IDEA, Americans with  Disabilities Act  • Non-violent movement  • Supreme Court protecting  individuals  • Unrest due to segregation | Use information to create original and creative products. | Modeling  I.R.A.C. PROCESS | Role playing  Class presentations  Group & individual assignments | Class discussions  Group interactions  Group roles  Analytical summaries |
| **Week Ending**  **MAY 11, 2012** | • Assassination of major  leaders  • The feminist movement  (1970s)  Review of Roaring 20s through the Cold War for \*\*GRADE WIDE TEST\*\* | sequencing events on a timeline  – creating timelines  – researching time and chronology  Use information to create original and creative products. | Independent Reading and Writing | Video clips/audiotapes of major leaders. |  |
| **Week Ending**  **MAY 18, 2012** | Political Challenges  (1960s–present)  • The Vietnam War  • Watergate Scandal  • Nixon’s resignation | Developing an oral component  • Creating speaking notes/script  • Aligning presentation to written and graphic components  • Understanding and using presentation skills (voice, eye contact, etc.)  • Rehearsing | Journals writing  Gather-group-share  Model-activity-evaluate |  | Essays  Note-taking |
| **Week Ending**  **MAY 25, 2012** | Vietnam War  • Superpower rivalry (arms  race, space race)  • Detente/arms control  (SALT treaties) • 1980s peace talks  • Fall of Berlin Wall • End of Cold War | Identifying, locating and using a variety of quality resources and materials  • Reading critically  • Note-taking  • Organizing notes and information | Direct instructions  group reviews | Video clips  Use of charts & graphic organizers  Listening activities (auditory learners) | Oral tests.  Vocabulary  Connections to L.O.  Quizzes – Tests  Class presentations |
| **Week Ending**  **JUNE 1, 2012** | Oil crisis/inflation  • Iranian Hostage Crisis  • Persian Gulf War (1991)  • Somalia, Bosnia  (peacekeeping missions)  • Human rights | sequencing events on a timeline  – creating timelines  – researching time and chronology | Use of visuals  --Videos  --Charts | Video clips  Use of charts & graphic organizers  Listening activities (auditory learners) | Vocabulary  Class notes  Connections to L.O. |
| **Week Ending**  **JUNE 8, 2012** | Continuing challenges for  The U.S.  • Environmental issues  • Terrorism (9/11/2001)  • Civic responsibility  justice  • Quality of life issues  • Increasing social programs  • NAFTA  • War in Iraq  • Contemporary immigration | Identify themes that connect past and current events. | Cooperative learning  Teaching through guiding questions.  Tier II and Tier III exercises | Group presentations | Essays  Analytical summaries |
| **Week Ending**  **JUNE 15, 2012** | YEAR LY REVIEW AND FINAL TEST | Creation of questions  How to answer difficult multiple choice questions | Journals writing  Gather-group-share  Model-activity-evaluate | Group discussion  Peer instruction | Oral tests.  Vocabulary  Connections to L.O |
| **Week Ending**  **JUNE 22, 2012** | EXIT PROJECTS PRESENTATIONS | Developing an oral  component  • Creating speaking notes/script  • Aligning presentation to written and graphic components  • Understanding and using presentation skills (voice, eye contact, etc.)  • Rehearsing | Use of visuals  --Videos  --Charts | Group presentations | Presentations  Notes taking during presentations |